

**AN ANALYSIS OF LAMPUNGNESE STUDENTS'
PRONUNCIATION IN PRONOUNCING ENGLISH
FRICATIVE CONSONANTS OF ENGLISH EDUCATION
STUDY PROGRAM**

A Thesis

**Submitted as Partial Fulfilment of The Requirements for S1-
Degree**

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ABSTRACT

The aims of this research was to find out the dominant pronunciation errors in pronouncing English fricative consonants, the percentage of global and local errors based on communicative effect taxonomy and to find out the causes of error in pronouncing English fricative made by Lampungnese students' of English Education Study Program at UIN Raden Intan Lampung.

This research was conducted using descriptive qualitative research. The subjects in this study were Lampungnese students' of English education study program at UIN Raden Intan Lampung, which consisted of 20 students which were obtained using purposive sampling technique. In collecting the data the researcher gave 24 sentences including of English fricative consonants sound which the position of sound is in the initial, medial and final of the words. The researcher ask them to read the sentences and record their voice individually, then the researcher made transcription of students recording and analyzed the errors in pronouncing English Fricative consonants.

The result of this research showed that the most dominant error made by Lampungnese students is in pronouncing fricative [ð] which the frequency of error was 47 or 235% . The local error dominated error made by the subject which the frequency of error was 226 or 1130%, and the gobal error was 4 or 20%.

The researcher also found the causes of error based on interlingual and intralingual transfer. First, the absence of certain English sound in Lampung language e.g [ð], [ʒ], [θ], [ʃ] does not exist in lampung so they substitution with similar sound, in addition phoneme [ð] and [θ] were relized as a stop [d] and [t]. Second, the error happened because the subject lack of knowledge and experience about the target language so they read and pronounced the English word as in the written form like in their mother tongue.

Keywords: *English Fricative Consonants, Error Analysis, Lampungnese Students, Pronunciation*



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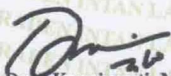
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MOTTO

إِنْ تُبْدُوا خَيْرًا أَوْ تُخْفُوهُ أَوْ تَعْفُوا عَنْ سُوءٍ فَإِنَّ اللَّهَ كَانَ عَفُورًا قَدِيرًا (١٤٩)

149. If (instead) you show (some) good or conceal it or pardon an offense – indeed, Allah is ever Pardoning and Competent.¹ (Q.S. An-Nisa: 4:149)



¹ <https://www.alquranenglish.com/quran-surah-an-nisa-149-qs-4-149-in-arabic-and-english-translation>

DEDICATION

From my deep of heart and great of love, I dedicate this thesis to the followings:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, my father Nazrin and my mother Yunila Asma who always provided me with never ending, support, advice, love and keep on praying for my life also in my academic process in order to reach my goals. Therefore, to both of you thank you so much i am proud to have you by my side.
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CURRICULUM VITAE

The writer of this thesis is Nabila Anggraeni, or famously called by her friends, Bila or Anggi. She was born on July, 5th 1999 in Biha, Pesisir Barat, Lampung. She lives in Gunung Sari, Biha, Pesisir Barat, Lampung. She is the first daughter of four siblings of Mr. Nazrin and Mrs. Yunila Asma. She has three brother they are Artsal Rinaldie, Indrajid Antonio and Muhammad Faridz Alqorni.

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- 10.

Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistakes in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, 2021
Writer,

NABILA ANGGRAENI
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TABLE OF CONTENT

ABSTRACT	ii
APPROVAL	iii
ADMISSION.....	iv
MOTTO	v
DEDICATION.....	vi
CURRICULUM VITAE	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENT	x
LIST OF TABLE.....	xii
LIST OF FIGURE.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	1
A. Title Confirmation	1
B. Background of the Problem	2
C. Focus and sub-focus of the research	7
D. Formulation of the Problem	7
E. Objective of the Research	7
F. Significance of the Research.....	8
G. Relevant Research.....	8
H. Research Method	11
1. Research Design	11
2. Research Subject.....	11
3. The Instrument of the Research	12
4. Data Collection Method.....	14
5. Trustworthiness of the Data.....	14
6. Technique of Data Analysis	16
I. Systematics of the Discussion	17
1. Chapter I Introduction.....	17
2. Chapter II Literature Review	18
3. Chapter III Description of the Research Object	18
4. Chapter IV Research Analysis	18
5. Chapter V Conclusion.....	18

CHAPTER II LITERATURE REVIEW.....	19
A. English Phonetics and Phonology	19
B. Pronunciation	20
1. Nature of Pronunciation	20
2. Nature of Consonant	21
3. Nature of Error.....	42
 CHAPTER III DESCRIPTION OF THE RESEARCH	
OBJECT	49
A. General Description of the Object.....	49
B. Facts and Data Display	50
 CHAPTER IV RESEARCH ANALYSIS	53
A. Data Analysis	53
B. Research Findings.....	81
1. Some Errors in Pronouncing Words.....	83
2. The Dominant Errors of Sounds in Pronouncing English Fricative Consonants .	88
3. The Description of Global and Local Error..	88
4. The Causes of Errors in Pronouncing English Fricative Consonants by Lampungnese Students	89
 CHAPTER V CONCLUSSION AND	
RECOMMENDATION	93
A. Conclusion	93
B. Recommendation	94
 REFERENCES	
APENDICES	

LIST OF TABLE

Table 1.1 Kisi-Kisi Angket Pelafalan English Fricative Consonants.....	14
Table 2.1 English Consonants	22
Table 2.2 Manner of Articulation in English	29
Table 2.3 Fricative Consonant Sounds	34
Table 2.4 English and Lampung Consonants	38
Table 2.5 The Transcription of Lampung Fricative Consonants.....	40
Table 3.1 The Participants of the Research	50
Table 3.2 The percentage (%) of analyzing the pronunciation error and distribution of error.....	51
Table 3.3 The percentage (%) of analyzing the causes of error in pronouncing English fricative consonants by Lampungnese students	52
Table 4.1 The Distribution of Error.....	54
Table 4.2 The Frequent of Global and Local Errors Made by Lampungnese Students	65
Table 4.3 Global Error	69
Table 4.4 Local Error	70
Table 4.5 The Frequency of Errors in the word [ð], [ʒ], [θ], [v], [z], [f], [h], and [ʃ].....	71
Table 4.6 The Result of Data Analysis by Questionnaire	73
Table 4.7 Result of Research Trustworthiness (through multiple observer)	82

LIST OF FIGURE

Figure 2.1 Place of Articulation	24
Figure 2.2 Section of Labiodental [f], [v]	30
Figure 2.3 Section of Labiodental [θ], [ð]	31
Figure 2.4 Section of Alveolar [s], [z]	32
Figure 2.5 Section of Post Alveolar [ʃ], [ʒ]	33
Figure 2.6 The Lampung Alphabet.....	37



LIST OF APPENDICES

Appendix 1 List of the Sample	103
Appendix 2 The List of English Fricative Words in Sentences ..	104
Appendix 3 The Preliminary of the Data	107
Appendix 4 The List of Words and Phonetic Transcription	109
Appendix 5 Phonetic Transcription of R01	110
Appendix 6 Phonetic Transcription of R02	111
Appendix 7 Phonetic Transcription of R03	113
Appendix 8 Phonetic Transcription of R04	115
Appendix 9 Phonetic Transcription of R05	117
Appendix 10 Phonetic Transcription of R06	119
Appendix 11 Phonetic Transcription of R07	121
Appendix 12 Phonetic Transcription of R08	123
Appendix 13 Phonetic Transcription of R09	125
Appendix 14 Phonetic Transcription of R10	127
Appendix 15 Phonetic Transcription of R11	129
Appendix 16 Phonetic Transcription of R12	131
Appendix 17 Phonetic Transcription of R13	133
Appendix 18 Phonetic Transcription of R14	135
Appendix 19 Phonetic Transcription of R15	137
Appendix 20 Phonetic Transcription of R16	139

Appendix 21 Phonetic Transcription of R17	141
Appendix 22 Phonetic Transcription of R18	143
Appendix 23 Phonetic Transcription of R19	145
Appendix 24 Phonetic Transcription of R20	147
Appendix 25 Questionnaire research.....	149



CHAPTER I

INTRODUCTION

A. Title Confirmation

To avoid misunderstandings in understanding the title, the writer needs to explain and emphasize the title with several keywords. As for the title of this research is **AN ANALYSIS OF LAMPUNGNESE STUDENTS' PRONUNCIATION IN PRONOUNCING ENGLISH FRICATIVE CONSONANTS OF ENGLISH EDUCATION STUDY PROGRAM**, it is necessary to limit the meaning and keywords of the title above, these are the keywords of the title:

1. The analysis referred in this case is Error analysis is a process of identifying and analyzing errors in writing and speech, as well as the study of errors made by second and foreign language learners.¹ as for the errors being analyzed is errors that occur in the verbal aspect.
2. Pronunciation is the way a word is spoken, pronounced, and the way language words are spoken by humans ², or a way how sounds are spoken by speakers.³
3. English fricative consonants are a sort of consonant sound created by blowing air from inside the mouth via the tongue, teeth, and lips' sidelines. When you say a fricative sound it will sound like a hissing sound, and when you put your hand in front of your mouth you can feel the air coming out from your mouth. E.g. [f], [v], [θ], [ð], [s], [z], [ʒ], [ʃ], [h].⁴

¹ Emmaryana, F. An Analysis on the grammatical errors in the students writing: a Case study of the first student s of sma negeri 1 cigudeg-bogor. P.5

² Hornby, A.S., *Oxford Advanced Learner's Dictionary, Fifth Edition* (Oxford: Oxford University Press, 1995), p. 928.

³ Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

⁴ Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation* (New York: Oxford University Press, 2012), p.18-24.

4. Lampungnese students are the students who have Lampung as their cultural background and as a students in English education study program of UIN Raden Intan Lampung.

Based on the keywords described above, the aims of this study is to find out the errors in pronouncing English fricative consonants produce by Lampungnese students’.

B. Background of the Problem

English is now inextricably linked to globalization and is deeply influenced by all of its activities. English is a global language that is spoken in a variety of countries. According to Crystal, English is utilized by more people today than any other language in human history. English is the world's most widely spoken language. People in several nations use English as a second language because of the importance of English as an international communication language in numerous fields, and Indonesia is one of the countries that has adopted English as a second language. We cannot separate English from our daily lives because English is always used whenever and wherever we will be faced with English, English is one of the important things that must be mastered in Indonesia. By learning English, people can communicate with people from different countries. People acquire English in order to travel overseas for a variety of reasons, including politics, economy, education, and enjoyment. In the other words English is widely used by humans to communicate besides using their mother tongue.

In the world, there are so many countries that have multiculturalism with various cultural backgrounds and have a lot of mother tongue. When Indonesian people learned new language, linguistically the way they learn will be affected by both their tribe and national languages. This situation will bring them to new language problems because they learn new language outside their first language. Mistakes and errors, both verbal and nonverbal, are the most common issues that develop. A mistake, according to Brown, is a performance issue that is either a random guess or a

slip, in that it is a failure to correctly use a recognized system.⁵ In short, when we learn new languages errors and mistakes will always appear in every learning, this can not be avoided because errors and mistakes are a part of learning processes.

Speaking is the act of communicating with others; it allows us to exchange and receive varied knowledge, information, and ideas from others. Speaking is needed to understand the ideas and know how to spell the words in a good way, this is why speaking is very important. Speaking ability, according to Nunan, is a set of talents that incorporate oral language and produce a system for communicating verbal meanings.⁶ Speaking ability is the ability to say words or sentences to express and transmit feelings and ideas to others. Furthermore Speaking according to Richards, is an activity that involves defining the active language of language users who require genuine efforts in their use of language to express themselves vocally.⁷ Speaking is the spoken language used by humans to convey ideas, hopes and desires in everyday life. Therefore, everyone needs to learn how to speak properly and correctly, because it can facilitate communication with people from different countries. To be able to speak English fluently and correctly pronunciation is needed.

Pronunciation is one of several aspects of language that helps students to learn English, so it help they are able to communicate in English. As stated by Zimmermann that pronunciation is very important in speaking because someone's speaking ability can be seen from how they pronounce words.⁸ This is very important because if someone mispronounces the words the listener will misunderstands or misinterprets. Indonesia as a foreign language

⁵ Brown, H. Douglas. 1993. Principles of Language Learning and Teaching. San Francisco: Prentice Hall Regents.P.226

⁶ Taslim, T., Asrifan, A., Chen, Y., & Nurdania, N. R. (2019). CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND SPEAKING SKILL. *JOURNAL OF ADVANCED ENGLISH STUDIES*, 2(2), p.66

⁷ Richards, Jack. (2008). Teaching Listening and Speaking

⁸ Zimmermann, L. (2004). Teaching pronunciation: A specialist approach. In Davidson, P., Al-Hamly, M., Khan, M., Aydelott, J., Bird, K. & Coombe, C. Proceeding of the 9th TESOL Arabia Conference: English Language Teaching in an IT Age, Vol. 8, Dubai: Tesol Arabia.

has difficulty in mastery and pronounce sounds in English, This remark, which is supported by Vernick and Nesgoda, suggests that language learners may have difficulty learning to speak English fluently because multiple spellings can be represented by a single sound.⁹ One of the sound that difficult to pronounce is consonant sound, especially fricative consonants.

Fricative consonants is a consonant that has a characteristic when pronounced, the air will come out through a small passage and a hissing sound will come out.¹⁰ Previous research show that student's get difficult in pronouncing fricative sounds like (/ʃ/, /ð/, /θ/ /f/, /v/, /ʒ/, /z/, /s/ and /h/), When they pronounce the word think [θɪŋk] they changed fricative /θ/ into /t/ become [tɪŋ], they produce /t/ also in the word everything [evrɪtɪŋ]. Also they changed sound /θ/ into /t/ and /d/ in the word with [wɪt] or [wɪd]. They changed sound /ð/ into /d/ in the word They become [dei], in the word teeth they change sound /ð/ into /t/ or /θ/ become [ti:t] or [ti:θ].¹¹ The writer limit to focus just on fricative consonants sound because a lot of fricative sounds do not exist in Lampungnese language this statement support by Weinberger he found that an error occurs because there are some sounds that does not exist in the learner's native language so they replace them with similar sounds in their native language.¹²

Lampungnese students' use of Lampung as a mother tongue effects their creation of English sounds. The problems arise when Lampung language learners pronounce an English sound that does not exist in Lampung. They will use the closest similar speech to replace the sound, they may substitute the words from their mother tongue for the originals. Lanteigne asserts that difficulties

⁹ Vernick, J., & Nesgoda, J. (1980). American English sounds and spellings for beginning ESL students. Pittsburgh: University of Pittsburgh Press.

¹⁰ Roach, 193,1991. P.47

¹¹ Situmeang, I. T., & Lubis, R. F. (2020). Students' Difficulties in Pronouncing Fricative Consonant. *English Education: English Journal for Teaching and Learning*, 8(01), 38-46.

¹² Weinberger, S. (1990). Minimal segment in L2 phonology. New sounds 90: Proceeding of the Amsterdam symposium under acquisition of second language speech, 177-179.

in learning English occur due to the fact that some English sounds are absent in the mother tongue.¹³ Based on the results of the preliminary research that the writer has done by providing 9 lists of words that containing of fricative consonants sounds to several samples of Lampungnese students, the results show that the Lampungnese students produce and pronounce them incorrectly, Such as when they pronounce the word The [ðə] become [də] They changed sound /ð/ into /d/, in the word measure [mɛʒə(r)] become [mɛsə(r)] they change /ʒ/ into /s/, in the word with [wɪθ] become [wɪd] and [wɪt] They change the sound /θ/ into /d/ or /t/, in the word Develop [dəveləp] become [dəpeləp] They changed sound /v/ into /p/, in the word because [bɪkəz] become [bikaus] they change sound /z/ into /s/, in the word Education [edʒəkeɪʃn] become [edukeɪʃn] they change sound /dʒ/ into /d/.

Many studies have been undertaken on the pronunciation problems of EFL learners from various language backgrounds, all of which indicate to the mother tongue's influence. They are Keshavarz in 2015, Ercan in 2018, Metruk in 2017, and Sermsook 2017. Keshavarz, The aims of this study is to look into the pronunciation issues that Hausa English speakers have in Nigeria. The participants of this research are 60 Hausa native speakers. The results showed that in pronouncing certain English vowels Hausa native speakers had problems (ie, /ʌ/, /ɔ:/ and /ɜ:/) and consonants (/f/, /v/, /θ/ and /ð/). Theoretically, the findings in this study are supported by the negative transfer idea that all errors are the result of mother tongue interference.¹⁴

Halil Ercan, he studied the pronunciation problems of Turkish EFL learners in public schools in Girne, TRNC, in this study. The findings of this study revealed that Turkish EFL students have difficulty pronouncing some English sounds. (i.e., /θ/, /ð/, /w/, /v/, /ŋ/) and some English vowels and diphthongs (i.e., /ɪ/ , /ʊ/, /ɔ:/,

¹³ Lanteigne, B. (2006). Common, persistent errors in English by Brazilian Portuguese speakers. TEFL Web Journal, 4(1). Retrieved August 21, 2006, from <http://www.teflweb-j.org/v4n1/Brazilians.pd>.

¹⁴ Keshavarz, M. H., & Khamis Abubakar, M. (2017). An investigation into pronunciation problems of Hausaspeaking learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 61-72.

/θʊ/, /aʊ/). The main cause of this error is Mother tongue disorder as they do not have most of these sounds. In addition, the vast majority of the participants had never heard or rehearsed the sounds of the target language properly and correctly, this also has the potential to cause them to make mistakes.¹⁵

Rastislav Metruk In this study, he focuses on the difficulty that Slovak EFL university students have pronouncing English dental fricatives. The problem for Slovak EFL students is in pronouncing English dental fricative there were a large number of participants incorrectly pronouncing voiced and voiceless dental fricative consonants. Finally, this study emphasizes the importance of teaching English pronunciation in Slovakia¹⁶

Sermsook, the study's objective were to look at language faults in the work of English major students at a Thai university and figure out where they came from. Because the researcher discovered that faults in Thai EFL students' sentence formation can contribute to misinterpretation, this study focused mostly on sentences. The results showed that spelling, subject-verb agreement, capitalization, fragment, punctuation, and articles were the most common mistakes. Interlingual interference, intralingual interference, complete lack of understanding of English grammar and vocabulary, and student carelessness are the most common causes of errors.¹⁷

From the explanation of the previous research, it is clear that they only discuss pronunciation issues among EFL students from various language backgrounds, as well as language faults in English writing. Judging from the results described, it can be concluded that most of the EFL learners have problems producing fricative consonants' voices. Based on the explanation above, the

¹⁵ Ercan, H. (2018). Pronunciation Problems of Turkish EFL Learners in Northern Cyprus. *International Online Journal of Education and Teaching*, 5(4), 877-893.

¹⁶ Metruk, R. (2017). Pronunciation of English dental fricatives by Slovak university EFL students. *International Journal of English Linguistics*, 7(3), 11-16.

¹⁷ Sermsook, K., Liannimit, J., & Pochakorn, R. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *English Language Teaching*, 10(3), 101-110. doi: 10.5539/elt.v10n3p101

writer interest to conduct a research under the title “An Analysis of Lampungnese Students’ Pronunciation in Pronouncing English Fricative Consonants Of English Education Study Program” This research concerned to know the error in verbal aspect of Lampungnese students’, and the focus of this research is to identify and classify the types and causes of error based on communicative effect taxonomy.

C. Focus and sub-focus of the research

Focus : To analyze errors in Lampungnese student’s pronunciation in pronouncing English fricative consonant.

Sub-focus : To identify and classify the types and causes of error in pronouncing English fricative consonants by Lampungnese students based on communicative effect taxonomy.

D. Formulation of the Problem

Based on the limitation of the problem, the writer formulation the problem as follow :

1. What are the dominant errors of sounds in pronouncing English fricative produced by Lampungnese students?
2. How many global and local errors in pronouncing English fricative based on Communicative Effect Taxonomy Produce by Lampungnese students?
3. What are the causes of errors in pronouncing English fricative consonant by Lampungnese students?

E. Objective of the Research

1. To find out the dominant pronunciation errors in pronouncing English fricative produced by Lampungnese students
2. To find out the percentage of global and local errors made by Lampungnese students

3. To find out the causes of error in pronouncing English fricative of Lampungnese students

F. Significance of the Research

1. Theoretically, the research findings may be used to describe the error, the causes, and the percentage of errors committed by Lampung students when pronouncing English fricative consonants using communicative effect taxonomy in global and local error.
2. Practically

Practical benefits of the research are:

- a. For other writer, the result of this research can help them to find references for another research.
- b. For the students, it can make Lampungnese students pay more attention to the way they pronounce the word fricative consonants, so they did not make errors in pronunciation, it is used to reduce errors in their pronounce.
- c. For the institution, it is able to provide the information for the lecturers of UIN Raden Intan Lampung about the error and the percentage of error are made by Lampungnese students in pronouncing English fricative consonants.

G. Relevant Research

Many studies have been undertaken on the pronunciation problems of EFL learners from various language backgrounds, all of which indicate to the mother tongue's influence. Some of these research are discussed farther down.

Keshavarz, The purpose of this research is to look into the pronunciation issues that Hausa English speakers face in Nigeria. The participants are 60 Hausa native speakers. To find out the pronunciation problem in this study the pronunciation test is used which consists of a short paragraph, a list of words, 15 sentences

and 15 pictures, then the participants say the name of the picture while recording. From all the test items given in it contain English consonants and vowels that may be difficult to pronounce. The data was collected then transcribed and analyzed, the percentage and frequency of pronunciation errors were calculated. The results showed that in pronouncing certain English vowels Hausa native speakers had problems (namely, /ʌ/, /ɔ:/ and /ɜ:/) and consonants (/f/, /v/, /θ/ and /ð/). This finding is supported by the negative transfer idea that all errors are the result of mother tongue interference.¹⁸

Halil Ercan, The purpose of this study is to look into the pronunciation issues of Turkish EFL students in Girne, TRNC's public schools. The researcher got the data from the pronunciation test and school visitations. There were as many as thirty participants who were recorded using video. Two natives were used to validate the results of this research they listened to the recorder and assess which voices were wrong and correct. The studies revealed that Turkish EFL students struggle to pronounce certain English sounds. (ie, /θ/, /ð/, /w/, /v/, /ŋ/) also (ie, /ɪ/, /ʊ/, /ɔ:/, /əʊ/, /aʊ/). The main cause of errors that occur by Turkish EFL students is interference from the mother tongue, this is because English sound does not exist in the Turkish language which makes them wrong when producing the target language.¹⁹

Rastislav Metruk, The aim of this study is to investigate the difficulty that Slovak EFL university students have pronouncing English dental fricatives. The purpose of this study was to find out the pronunciation errors of [θ] and [ð] and which sound replaces the two consonants. In this study, 44 first-year Slovak students majoring in English Language and Literature Teaching took part. They gave an unplanned English monologue, which was later recorded on a computer. Furthermore, to find out the

¹⁸ Keshavarz, M. H., & Khamis Abubakar, M. (2017). An investigation into pronunciation problems of Hausaspeaking learners of English. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 61-72.

¹⁹ Ercan, H. (2018). Pronunciation Problems of Turkish EFL Learners in Northern Cyprus. *International Online Journal of Education and Teaching*, 5(4), 877-893.

pronunciation errors by the participants, the file was sent for analysis by native English speakers from Canada. The results show that the sounds [θ] and [ð] pose a problem for Slovak EFL students because most of the participants mispronounce the sounds audibly and silently.²⁰

Sermsook, The study's goals were to look at language faults in the work of English major students at a Thai institution and to figure out where the errors came from. The study discovered that faults in Thai EFL students' sentence formation can lead to miscommunication, hence this study focuses on sentences. A total of 26 second-year English students enrolled in Writing II wrote 104 articles, which were gathered and assessed. According to the findings Punctuation, articles, subject-verb agreement, spelling, capitalization, and fragments were the most common errors made by Thai EFL students. Interlingual interference, intralingual interference, insufficient grasp of English grammar and vocabulary, and carelessness are also common reasons of errors.²¹

Some studies have also been conducted in the Indonesian context focusing on error analysis in pronouncing English fricative consonants of Indonesian students with different mother tongue, e.g., Error analysis of sundanese English pronunciation on fricatives sound (Fauzi, F 2014).²² An Error Analysis of English Plosive and Fricative Consonants at Vocational High Schools (Putra, F. P. 2019).²³ A n Analysis of Pattani's Students Pronunciation in Pronouncing English Fricative Consonants at Uin Lampung (Mulyadi W.W 2018).²⁴ However, research on

²⁰ Metruk, R. (2017). Pronunciation of English dental fricatives by Slovak university EFL students. *International Journal of English Linguistics*, 7(3), 11-16.

²¹ Sermsook, K., Liannimit, J., & Pochakorn, R. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *English Language Teaching*, 10(3), 101-110. doi: 10.5539/elt.v10n3p101

²² Fauzi, F. (2014). Error analysis of sundanese English pronunciation on fricatives sound. *Buletin Al-Turas*, 20(1), 199-218.

²³ Putra, F. P. (2019). An Error Analysis of English Plosive and Fricative Consonants at Vocational High Schools. *Wanastra: Jurnal Bahasa dan Sastra*, 11(2), 141-150.

²⁴ Mulyadi, W. W., Ansar, F. A., & Kholid, I. (2018). An Analysis of Pattani's Students Pronunciation in Pronouncing English Fricative Consonants at Uin Lampung. *Jurnal SMART*, 4(1), 61-72.

pronunciation problems of Lampungnese student's pronunciation in pronouncing English Fricative Consonants are scarce, As a result, in order to fill this research vacuum, the current study examined an analysis Lampungnese student's pronunciation in pronouncing English Fricative Consonants.

H. Research Method

1. Research Design

The writer employed a descriptive qualitative method to conduct this study. According to Issac, descriptive research is any study that systematically describes the events and facts of a certain population in a realistic and correct.²⁵ Furthermore, Arikunto emphasized that the descriptive study's final result should be expressed in words or sentences rather than numbers.²⁶ In this method the writer collected the data, analyze them and draw conclusion.

2. Research Subject

According to Sugiyono, a population is a category of items or subjects that writers investigate and derive conclusions from because they have particular specified attributes and characteristics.²⁷ Population in this research were English students department at UIN Raden Intan Lampung. Sugiono stated that the sample is the smallest part of a population will be researched.²⁸ According to Jane Ritchie, non-probability samples are used to select the population in qualitative research.²⁹ One of the non-probability samples is purposive sample. Purposive sampling is aimed to provide rich

²⁵ Isaac, S & William, B, M. (1984). *Hanbook in Research and Evaluation*. Edits publisher: California.

²⁶ Arikunto, S. (2010). *Prosedur Penelitian Praktek*. Jakarta: PT Bumi Aksara.

²⁷ Sugiyono, 2005, "Metodologi Penelitian Manajemen", Penerbit Alfabeta,p.55

²⁸ Sugiyono, 2004, "Metodologi Penelitian Manajemen", Penerbit Alfabeta,p.73

²⁹ *Ibid.*

information for in-depth investigations.³⁰ Participants in this sample are individuals who have the status or experience required, or are recognized to have unique knowledge to supply the information that the writer is looking for. So the writer used the purposive sampling strategy to obtain the sample, which divides by selecting participants by certain criteria that will allow detailed exploration and understanding of the research that is to be investigated. Some criteria of the sample as follow bellow:

1. The sample was a Lampungnese students of English education study program
2. The native speaker of Lampung who use Lampung language to communicate in their daily life
3. Having passed the pronunciation subject in English Study Program of UIN Raden Intan Lampung.

In qualitative research, to determine the sample size there are no formal criteria, therefore there are no rules that suggest the size of the sample that should be used in research. Because basically, the 'wealth' of the data collected is much more important than the number of participants that will be measured in the study. Furthermore, Regarding the number of participants in qualitative studies, it generally ranges from 8 to 15 participants.³¹ So based on the purposive sampling that the writer used the sample was 20 Lampungnese students who are study at English Study Program of UIN Raden Intan Lampung.

3. The Instrument of the Research

Arikunto stated that Research instrument is an instrument that is used by writer in applying a method in collecting the data. In this research the instrument used was documentation of the oral data by oral voice recording and questionnaire.

³⁰ Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. *Nursing & midwifery research: Methods and appraisal for evidence-based practice*, p.125

³¹ *Ibid.*127

a. Oral data

The writer gave 27 sentences to the subjects by the whatsapp application then ask them to pronounces the sentences individually and record the sound that contain voices of fricative consonants whose fricative sounds are in the front, medial and in the final of the words, in this test the writer gave 3 words from each sound so the total words spoken by the students were 27 sentences with 27 words of fricative consonants which is 13 words is in initial position, 8 words in medial position and 6 words in final position.

b. Questionnaire

Babbie stated a questionnaire is a document that contains questions and other types of items that are used to collect data for analysis.³² The researcher gave the questionnaire to respondents to find out qualitative data in the form of information about learning experiences, language background, duration of listening to English, pronunciation background, responses about the importance of learning pronunciation, and responses about the importance of learning fricative consonant pronunciation. Questionnaires were given to respondents online via whatsapp when all respondents had completed recordings. In order to know the percentage of questionnaire result for every causes, the data calculated by using the frequency for each questionnaire answer divide number of respondents.

³² Acharya, B. (2010). Questionnaire design. *Central Department of Population Studies*.

Tabel 1.1 Kisi-kisi angket pelafalan English fricative consonants

Kisi-kisi Angket	Jumlah Soal	Penomoran
Durasi Belajar Bahasa Inggris	3	5,6,7
Latar Belakang Berbahasa	4	1,2,3,4
Durasi Mendengarkan suara fricative consonants	3	8,9,12
Latar Belakang Suara English Fricative Consonants	3	10,11,13
Pentingnya Belajar Suara English Fricative Consonants	5	14,15,16,17,18

4. Data Collection Method

The documentation method was used to collect data in this study. According to Arikunto, documentation method is a methodology for locating data and all variables that are classed as notes, transcripts, books, photographs, videos, voice recordings, epygraphies, meeting notes, agendas, and so on. In this case the writer gave 27 sentences with 27 lists of fricative consonant sound; each fricative has 3 words and ask them to pronounce then record the voice individually. The writer used voice recorder from the students pronunciation to collect data. Than the writer changed into transcription and analyzed to find which type of fricative consonants that often occured error also to find how many global and local errors in its pronunciation. The writer used an online dictionary, a Digital Cambridge dictionary, and an Oxford dictionary to distinguish between native and speaker pronunciation while identifying the inaccuracies. To find the causes of error the writer used questionnaire.

5. Trustworthiness of the Data

The data must be disclosed as a real-life subject in qualitative research. To arrive to a more accurate result, this qualitative

study used a variety of methodologies. The researcher used triangulation to ensure the validity of the data in this study. Given stated triangulation is a method of increasing the validity or strength of a study by comparing the results of several approaches for one unit learned. It can also be explained that triangulation is a means of measuring what is thought to be the same utilizing many methods of investigation.³³ This means that Triangulation is a way to find out whether the results of a study are valid or not by comparing them the results of the study used a different approach for one learning unit. According to Denzin, triangulation refers to a researcher's perspective on the problem under investigation or, more broadly, in answering a research question. Several methods and/or theoretical approaches can be used to support this viewpoint.³⁴ In summarize, triangulation is the process through which researchers examine a problem that have been studied from multiple perspectives. This can be demonstrated using various theories or methodologies, as well as ways that are based on theory.

According to Denzin, there are four kinds of triangulation³⁵ :

- a. Methods triangulation: comparing data provided by various methods (e.g. qualitative and quantitative)
- b. Triangulation of sources: comparing data from several qualitative methodologies (e.g. observations, interviews, documented accounts)
- c. Triangulation through multiple analysis: using multiple observers, interviewers, and analyses to compare and evaluate data collection and interpretation.
- d. Theory triangulation: examining evidence from several theories.

³³ Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008),p.895.

³⁴Ibid. p. 892.

³⁵ Ibid. p. 779.

In this study, the writer used triangulation method through multiple analysis using observer to make the results of this research data more valid and the researcher hope that weaknesses or intrinsic biases and problems caused by researcher can be overcome by the observer. The data checked by asking the expert and it asked Miss Senia Rika, M.Pd one of the lecturers of English Education study program at the UIN Raden Intan Lampung as an second observer.

6. Technique of Data Analysis

The following steps were used to conduct data analysis in this study:

a. Data Recorder

- 1) Collecting data. The data was obtained by giving 27 sentences containing English fricative consonants to respondents via WhatsApp and then asking them to record their pronunciation.
- 2) The recorded data that has been obtained is then transferred to a laptop with the MP3 file type
- 3) The writer re-listening to student recordings and the writer transcribes into the distribution table of error. The writer uses online dictionary Oxford Advanced Learner's Dictionary by Hornby and digital Cambridge dictionary as a standard pronunciation to decide whether the subjects' pronunciation is correct or not.
- 4) Classifying errors based on communicative effects taxonomy.
- 5) Calculate and conclude the data.

In order to count the percentage of errors Sudjiono suggest that the writer using a simple formula as follow:

$$P = \frac{f}{N} \times 100$$

P= The percentage of error

F= The frequency of error occurred

N= Number of cases (total frequent/ total individual) 36

b. Questionnaire Data

The researcher analyzed the answers to each question in the questionnaire by performing the following steps:

- 1) Add up the answers to each number
- 2) Arrange the frequency and percentage of answers using the formula:

$$\frac{\text{The number of answers}}{\text{The number of respondents}} \times 100\%$$

- 3) Creating a frequency table
- 4) Summarize data.

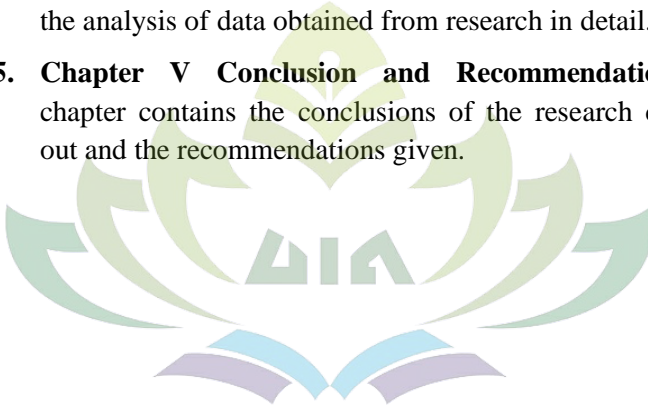
I. Systematics of the Discussion

1. **Chapter I Introduction** This chapter provides background information about the research problem. the affirmation of the title to find out in detail the intent of the research to be carried out by the writer, Objectives of the research, Formulation of the problem, identification and limitations of the problems that aim to avoid misunderstandings in the implementation of research so that it can achieve the objectives of the research, Relevance studies is aim to determine the scientific building related to the problem to be studied and strengthen or support the strength of the research to be carried out, Systematic discussion is for provides an overview that will be discussed in each chapter and

³⁶ Anas. Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Press.2011) p.43

research methods is to find out the methods and data analysis are used in the research.

2. **Chapter II Literature Review** This chapter goes over the review of related literature that was used as a reference in conducting the research as well as relevant theories to the research.
3. **Chapter III Description of the Research Object** This chapter discusses the description of the object to be studied with the aim of knowing the research in more detail, and also the description of the research data, is explaining in detail about the data obtained in the study.
4. **Chapter IV Research Analysis** This chapter discusses the analysis of data obtained from research in detail.
5. **Chapter V Conclusion and Recommendation** This chapter contains the conclusions of the research carried out and the recommendations given.



CHAPTER II

LITERATURE REVIEW

A. English Phonetics and Phonology

In linguistics, phonetics and phonology are two sub-disciplines that deal with sound. As Yule stated that the study of speech sounds is known as phonetics.¹ Another statement from Katamba Phonetics is the inventory of all spoken sounds that humans can produce.² McMahon stated Phonetics is a study that describes and analyzes the range of sounds that people employ in their language.³ From all the perspectives above the writer clearly concluded that phonetics is a linguistics branch that deals with the description sound of speech. There are three parts of phonetics namely first, the movement and motion of the speech organ in making sounds is known as articulatory phonetics or how sounds are articulated and made by speakers. Second, Acoustic phonetics is the nature and acoustic of the airborne sound waves which transmit speech. And the third is how the ears receives a speech or how sounds are received via ears known as Auditory phonetics.

Odden state phonology is the study of language's sound structure.⁴ Phonology, according to Paul and Peter, is the study of sound systems.⁵ Segmental phonology and suprasegmental phonology are the two types of phonology. The term "segmental" refers to linguistic segmentation which is then conveyed through phonetics as distinct speech sounds. Segmental phonology includes vowels and consonants. Suprasegmental phonology is concerned with aspects of pronunciation that cannot be separated

¹ George Yule, the Study of Language, 3rd Edition (Cambridge: Cambridge University Press, 2006),P. 30

² Francis Katamba, An Introduction to Phonology. (London: Longman,1989),P.1

³ McMahon, A. (2002). *An introduction to English phonology*. Edinburgh University Press. P.1

⁴ David Odden, *Introducing Phonology*, (New York: Cambridge University Press, 2005),P.2

⁵ Paul Skandera and Peter Burleigh, *Op.Cit*. P.3

because they involve more than one sound segment, such as intonation, stress, or rhythm.⁶

In conclusion phonetics is a branch of linguistics that studies about speech sounds, whereas phonology is the study of sound structure in language with a concentrate on the sounds system. Finally, there are two types of phonological features: segmental and suprasegmental. Consonants and vowels make up the segmental, whereas rhythm, intonation, and stress make up the suprasegmental.

B. Pronunciation

1. Nature of Pronunciation

In speaking practices English, pronunciation is truly critical because the meaning of utterances can be greatly affected. If anyone makes errors in pronouncing those terms in a sentences communication can be interrupted, even if it can be one of the variables that can contribute to the collapse of the conversation. Pronunciation are very important when someone is talking because when a speaker mispronounces a word the listener will misunderstand, therefore have a good and great pronunciation of words is very important to avoid this error and mistake. By having a good pronounce it can build a good communication so anyone is required to have a good pronunciation to establish good communication.

According to Carrel & Tiffany, Pronunciation is the choice of sounds used in forming words.⁷ Also this are another definition from Hornby he stated that Pronunciation is the way a word is spoken, the way a word is pronounced, the way the

⁶ *Ibid*, P.5

⁷ Sembiring, N., & Ginting, F. Y. A. (2016). An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study Program at UNIKA. *JURNAL SULUH PENDIDIKAN*.

words of a language are spoken by a human.⁸ It same with Kelly statement pronunciation is when we use of speech to make sounds in specific manner.⁹ In addition, Cook said that pronunciation is as result of English sound,¹⁰ Richard and Schmidt also have a similar statements pronunciation is a way how sounds are spoken by speakers.¹¹ Meanwhile, Rebecca defines pronunciation as the act of producing the sound of speech through techniques such as articulation, formulation, vowel, accent inflection, and intonation.¹² From all the theory of pronunciation that has already been explained by the experts above, in generally it can be concluded that pronunciation is a way to sounds the words or the way for someone to create sounds and words using spoken resource so the listemers can clearly understand the words.

2. Nature of Consonant

One way to make consonant sounds is when the articulators are more or less close. You will close your mouth completely when you pronounce the word pig the first sound og the word is the obstruction. Consonants are sounds produced by articulators that are close together.¹³ Consonants, according to Carolyn, are spoken sounds, that are created with a constriction of the vocal tract that prevents them from functioning as syllable nuclei.¹⁴ Then Richard Ogden stated that consonants are the sounds obtained from the construction

⁸ Hornby, A.S., *Oxford Advanced Learner's Dictionary, Fifth Edition* (Oxford: Oxford University Press, 1995), p. 928.

⁹ Kelly, G. (2000). *How to Teach Pronunciation*. Harlow: Longman.

¹⁰ Cook, T. L., & Ita, K. E. (1979). *The pronunciation of Efik for speakers of English*. African Studies Program and Intensive Language Training Center.

¹¹ Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

¹² Rebecca M Dauer, *Accurate English*, (New Jersey: Prentice Hall Regents, 1993), p.7.

¹³ Comelia Hamann and Carmen Schmitz, *Phonetics and Phonology: Reader for First Year English Linguistics*, (Oldenburgh: University of Oldenburgh, 2005), p.6

¹⁴ Carolyn McManis, *Language Files: Materials for an Introduction to Language*, (United States of America: The Ohio State University Department of Linguistics, 1987), p.49

that occurs in the vocal tract.¹⁵ According to David Consonants is the sound that produced by friction, this is caused by the closing and narrowing of the vocal tracts so that air flow is blocked and friction is produce.¹⁶ In addition, Underhill divides consonants into two categories: the first is sounds created by physically restricting air movement, and the second is consonants that indicate the beginning and end of syllables.¹⁷

Based on the above mentioned description, the writer concluded that consoants are sounds created by restricting airflow through the vocal tract, resulting in audible friction. Close your mouth and feel the obstruction when you say the word "voice" for the first time.

Table 2.1 English Consonants

Sound	Example	Sound	Example
/b/	<u>B</u> ig, ta <u>b</u>	/ʃ/,	<u>S</u> he, wa <u>sh</u>
/p/	<u>P</u> ig, sh <u>i</u> p	/h/	<u>H</u> ead, a <u>h</u> ead
/d/	<u>D</u> ark, sa <u>d</u>	/tʃ/	<u>C</u> hain, wa <u>tch</u>
/t/	<u>T</u> ake, fa <u>t</u>	/dʒ/	<u>J</u> ungle, bu <u>dge</u>
/g/	<u>G</u> ood. Ba <u>g</u>	/m/	<u>M</u> ine, zo <u>o</u> m
/k/	<u>C</u> ar, bo <u>o</u> k	/n/	<u>N</u> ice, fu <u>n</u>
/v/	<u>V</u> oice, lo <u>v</u> e	/ŋ/	<u>S</u> ing, si <u>ng</u> er

¹⁵ Richard Ogden, An Inroduction to English Phonetics, (Edinburgh: Edinburgh University Press Ltd,2009),p.23

¹⁶ David Crystal, A Dictionary of Linguistics and Phonetics (6th Ed), (United City: Blackwell Publishing,2008), p.103

¹⁷ Underhill, A. (2005). *Sound foundations*. Macmillan Education.p.29

/f/	<u>F</u> ull, ro <u>o</u> f	/l/	<u>L</u> ike, fee <u>l</u>
/ð/	<u>T</u> hem, ba <u>th</u> e	/r/	<u>R</u> ight, ba <u>r</u>
/θ/	<u>T</u> hik, ba <u>th</u>	/w/	<u>W</u> hit, a <u>w</u> ay
/z/	<u>Z</u> one, go <u>es</u>	/hw/	<u>W</u> hich, <u>w</u> hat
/s/	<u>S</u> o, ki <u>ss</u>	/j/	<u>Y</u> es, soya
/ʒ/	Lea <u>su</u> re, be <u>i</u> ge		

Murcia 1996. P. 39

Based on the table above, there are so many consonants sound with different way to produce the sound. For differentiating the consonant sounds, these are three kinds of consonant in English: 1). Voicing; whether or not the vocal chords vibrate, 2). Place of articulation; where the sounds are produced, 3). Manner of articulation; how it affects airflow.¹⁸ The explanation about each categorise as follows:

a. Voicing

According to Kelly force of articulation or voicing is describe in terms of breath force, consonants are the most powerful.¹⁹ Underhill stated in the way voicing consonants divided into two kinds they are voiced and unvoiced.²⁰ Unvoiced consonants are those that are produced without the vocal cords vibrating, whereas voiced consonants are those that are produced with the vocal cords vibrating. In short, the vocal chords must vibrate in order to make voiced sound but unvoiced did not. The distinction between voiced and unvoiced ambition is about weak and strong aspiration

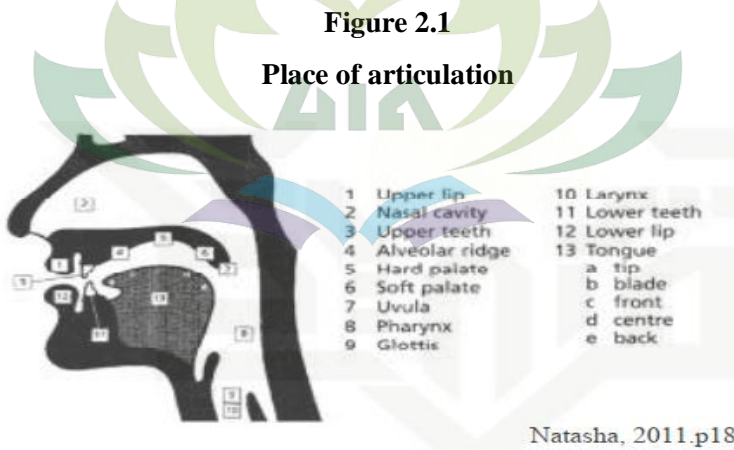
¹⁸ Henry Rogers, the sounds of Language: an Introduction to Phonetics: Learning about Language. (Essex: Pearson,2000), p.192

¹⁹ Kelly,G. *Loc.Cit.*

²⁰ Underhill, A. *Loc.Cit.*

because driving the larynx requires energy from the breath. With a weak breath power, a portion sound of voiced consonants is created. Otherwise, the sound of unvoiced consonants made with a lot of energy. When you say a voiced or unvoiced sound, you can feel a vibration in your throat to determine if it is voiced or unvoiced. For example, if you say a very lengthy [zzzzzz], if you feel a vibration in your throat, it is a voiced sound, if you say consonant sound but you can't feel the vibration that is unvoiced sound.²¹ Anas Syafei claims that In English, there are 24 various kinds of consonant sounds based on where they are articulated and how they are spoken.²² /b/, /d/, /g/, /v/, /z/, /ð/, /ʒ/, /dʒ/, /w/, /n/, /m/, /r/, /j/, /ŋ/, /l/ are voiced consonants and /p/, /t/, /k/, /f/, /s/, /ʃ/, /tʃ/, /h/, and /θ/ are unvoiced consonants.

b. Place of Articulation



The placement of our speech organ when producing consonant sounds is known as the place of articulation or

²¹ Yoshida, Marla. "The Consonants of American English," 2012, 1–17. www.ocw.edu/upload/files/consonants.pdf.

²² Anas Syafei, English Pronunciation, Theory And Practice (Jakarta: Departemen Pendidikan Dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p.18

where the obstruction happen in the vocal tract. Based on the picture about Natasha explains there are eight place of articulation produce.²³ And Mahon stated about the eight kinds of place articulation as follows:²⁴

1) Bilabial

A bilabial sounds are produce by using active and passive articulator, bottom lip is an active and the top lip is passive articulator. In short, a bilabial are produce the sound using both lips upper lip and lower lip to create the sound. e.g. /p/ is an unvoiced bilabial plosive in pig, /b/ is a voiced bilabial plosive in book, and /m/ is a voiced bilabial nasal in mine.

2) Labio-dental

This is a sound that is created the bottom lip is a working articulator, whereas the upper front teeth act as a passive articulator, the lower front teeth are active articulators or it can be conclude that the sound are produced by employing the lower lip and upper teeth. e.g. /f/ is an unvoiced labio-dental fricative in fake, and /v/ is a voiced labio-dental fricative in vase.

3) Dental

Dental the sound that create when tongue tip of [θ] sound or tongue blade of [ð] sound touch the upper teeth. e.g. [θ] as an unvoiced dental fricative in the thigh and [ð] as a voiced dental fricative in the they.

4) Alveolar

When the tip or blade of the tongue touches the alveolar ridge, it makes a sound. e.g. [t] is unvoiced alveolar plosive in tie, [d] is alveolar plosive in a die, [n] is voiced alveolar nasal in night, [s] is unvoiced

²³ Natasha, H. (2011). *English Pronunciation: Theory and Practice*. Pekanbaru: Cadas Press.

²⁴ McMahon, A. (2002). *An introduction to English phonology*. Edinburgh University Press. P.31-33

alveolar fricative in *ship*, [z] is voiced alveolar fricative in *zip*, [r] is voiced alveolar central approximant in *rip*, [l] is voiced alveolar lateral approximant in *lip*.

5) Postalveolar

When the blade of the tongue acts as the active articulator touches the alveolar ridge and the main body of the tongue as the passive articulator touch the hard palate in the mouth sound is produced. E.g. [ʒ] in beige as voiced postalveolar fricative, [ʃ] in ship as unvoiced postalviolar fricative, [tʃ] in chunk as unvoiced postalveolar affricate, **[dʒ] in junk as voiced postalveolar affricate.**

6) Palatal

Produce the sound with front of the tongue which moves up towards the hard palate. The front of tongue is raised towards the palate. E.g. [j] in yes as a voiced palatal approximant.

7) Velar

Sound that produced when the flow of air stopped by the glottis with some constriction of the glottis closing, and then released. Or using soft palate in the back of the mouth with back of the tongue as active articulator and velum as the passive articulator. E.g. [k] in cot as unvoiced velar plosive, [g] in got as voiced velar plosive, **[ŋ] in rang as voiced velar nasal, and [x] in loch as unvoiced velar fricative.**

8) Glottal

The sounds that minority in terms of articulatory. That made in the throat between the vocal cords and released. E.g. [h] in high as unvoiced glottal fricative.

c. Manner of articulation

Manner of articulation is the degree of articulation closure determines how the vocal tracts adjust airflow to make sound, i.e. how close they are. Mark stated that manner of articulation is a variation consisting of lips, tongue, and glottis to create different sound in different position. ²⁵ Every consonants are divided into six classes based on the way the organs are articulate:²⁶

1) Stops/ Plosives

On this type of sound that produced by stopping the air entering the mouth through the lungs because the lips or tongue are close together and touch some part of the upper mouth. In short, a plosive is a type of consonant sound that is produced by stopping the air flow at some point and then suddenly releasing the air. E.g. of the sounds [p], [b], [t], [d], [k], and [g].

2) Fricative

Fricatives are a kind of consonant sound made by blowing air from inside the mouth via the tongue, teeth, and lips' sidelines. When you say a fricative sound it will sound like a hissing sound, and when you put your hand in front of your mouth you can feel the air coming out from your mouth. E.g. [f], [v], [θ], [ð], [s], [z], [ʃ], [h].

3) Affricates

Affricates are a type of consonant sound produced by preventing air from exiting the vocal tract and then allowing it to escape through a small gap. In this case the air stream is not released suddenly but is released

²⁵ Mark Aronoff and Janie Rees-Miller William O'Grady, John Archibald, Contemporary Linguistics, An Introduction, ed. William O'Grady, Fifth Edit (New York: Bedford/St.Martin, 2005), p.24.

²⁶ Peter Avery and Susan Ehrlich, Teaching American English Pronunciation (New York: Oxford University Press, 2012), p.18-24.

slowly, causing friction to be heard. The set of the sound e.g. [tʃ] and [dʒ]

4) Nasals

Nasals are a type of consonant sound that is made by releasing sound through the nose. E.g. [m], [n], and [ŋ].

5) Lateral

Liquids are regarded as the first sounds in both lead and red. They're both spoken. When the tip of the tongue makes contact with the middle of the alveolar ridge, the air stream flows around the sides of the tongue, producing the /l/ sound. The tongue tip is elevated and curled back along the alveolar ridge to produce the /r/ sound at the beginning of red. The earliest noises in lead and red are characterized as liquids. Both are spoken aloud. The /l/ sound is made by allowing air to flow around the sides of the tongue as the tip of the tongue makes contact with the centre of the alveolar ridge. To generate the /r/ sound at the onset of red, the tongue tip is lifted and curved back along the alveolar ridge. For example, [l], [r].

6) Approximants/glide

The type of consonant sound that is produced by does not block the airflow fully, so when produced this sound the position of the mouth is largest that's why it is called consonants like vowel. e.g. [w] and [y] sounds.

Marianne arranges the table of the English consonants according to the manner and place of articulation as follows:²⁷

²⁷ Marianne Celce Murcia, Teaching Pronunciation, A Course Book and Reference Guide, Second Edition (New York: Cambridge University Press, 2011), 61.

Table 2.2 Manner of articulation in English

Manner of articulation	Place of articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
<i>Voiceless</i>	/p/			/t/		/k/	
<i>Voiced</i>	/b/			/d/		/g/	
Fricative							
<i>Voiceless</i>		/f/	/θ/	/s/	/ʃ/		/h/
<i>Voiced</i>		/v/	/ð/	/z/	/ʒ/		
Affricative							
<i>Voiceless</i>					/tʃ/		
<i>Voiced</i>					/dʒ/		
Nasal							
<i>Voiced</i>	/m/			/n/		/ŋ/	
Liquid							
<i>Voiced</i>				/l/	/r/		
Glide							
<i>Voiced</i>	/w/				/y/		

d. The production of fricatives

1) Labiodental Fricatives

In labiodental fricatives, air moves between the upper teeth and lower lip [f, v]. In labiodental articulations, the upper teeth are positioned on the outside or inside of the lower lip. They don't sound all that different and no variant of English, as far as we know, takes advantage of the distinction because they're not produced with the tongue. Examples:

[f]- word-initial: file, find, fruit

word-medial: afraid, affordable, affective

word-final: staf, deaf, draft

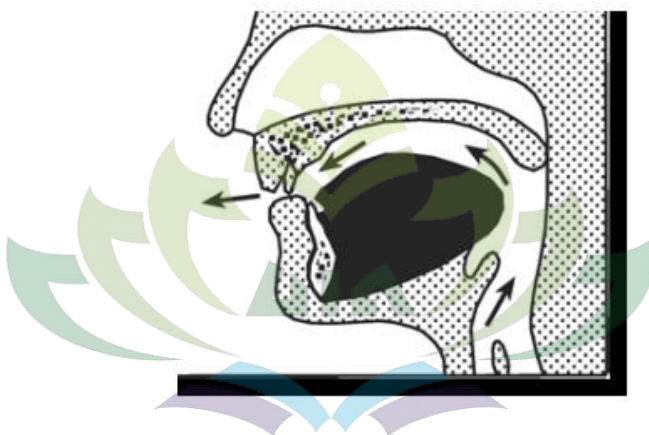
[v]-word-initial: voice, vacation, vector

word-medial: device, ever, cleaver, driver

word-final: give, drive, creave

Figure 2.2 Section of Labiodental [f],[v]

(Source, Cruttenden 2014:197)



2) Dental Fricatives

Sticking the tongue against the upper teeth produces the fricatives [θ], [ð]. The friction caused by the back of the tongue and teeth in the other variant is very flat, allowing air to escape through a comparatively wide channel.

Examples:

[θ] word-initial: think, thin, thank, theme, theory

word-medial: anything, method,

word final: bath, both, earth, month

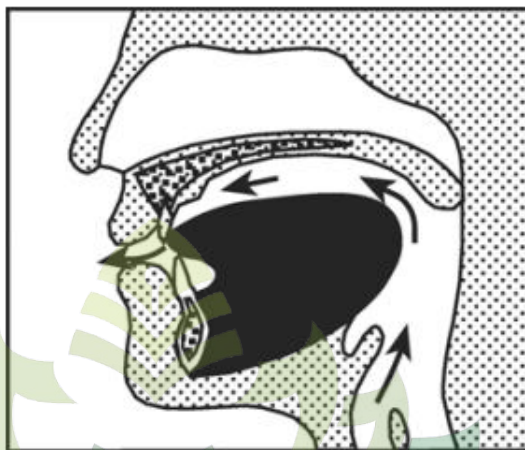
[ð] word-initial: them, the, this, that

word-medial: mother, together, father, brother

word-final: writhe, smooth, lathe

Figure 2.3 Section of Labiodental [θ],[ð]

(Source: Cruttenden, 2014: 199)



3) Alveolar Fricatives

The groove in the center of the tongue is used to produce alveolar fricative sounds [s], [z]. The center of the tongue is pressed on the hard palate to produce this sound. The top and lower teeth are close together because the jaws are fairly tight.

Examples:

[s]-word-initial: study, see, show, shy

word-medial: concert, descend, oxygen, muscle,

word-final-s: east, kiss, past, bounce

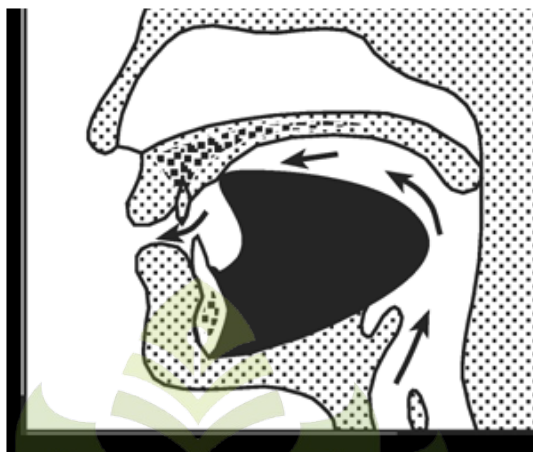
[z]-word-initial: zone, zodiac, zoo, zoom

word-medial: design, visit, anxiety, example

word-final clusters: cause, his, noise, advise, because

Figure 2.4 Section of alveolar [s],[z]

(Source Cruttenden 2014: 202)



4) Post Alveolar

Post-alveolar friction [ʃ], [ʒ] is produced by constricting much further back than [s],[z]. Palate-alveolar or postalveolar described as the place of their articulation, the larger tract belongs to the tongue than in the [s], [z]. In addition, unlike [s], [z], it is convex behind the groove. According to Gimson, the phoneme [ʒ] rarely occurs at the beginning and at the end of a word and can be produced with the tip of the tongue up or down like [s], and [z]²⁸ The phoneme [ʒ] only appears in loan words, for example in initials:

²⁸ Gimson, A. G. (1980). An Introduction to the Pronunciation of English (3rd Ed.). Australia: Edward Arnold Pty. Ltd.p.77

gigue“[ʒig], genre“ [ʒenrə], gigolo“ [ʒigəloo],
 jalousie“ [ʒæluzi], as well as in final words such as:
 barrage“ [bæraʒ] prestige [prɛsti], rouge“ [ruʒ].

Examples:

[ʃ] word-initial: she, ship, chef, sure, sugar

word-medial: ocean, issue, machine

word final: cash, fish, fresh, push, wish

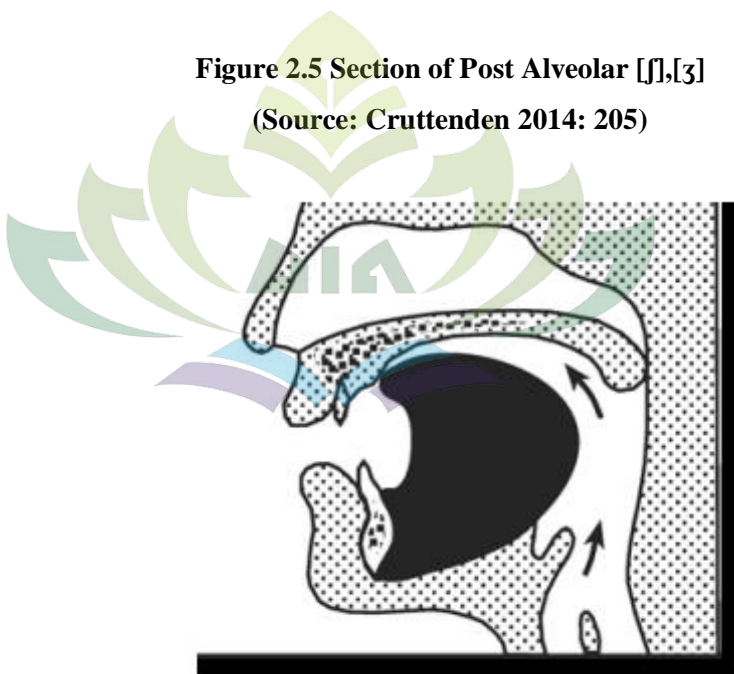
[ʒ]-word-initial: gigolo , genre, gigue, jabot

word-medial: measure, closure, pleasure

word-final: television, garage, massage

Figure 2.5 Section of Post Alveolar [ʃ],[ʒ]

(Source: Cruttenden 2014: 205)



e. English Fricative

Fricatives are a sort of consonant sound created by blowing air from inside the mouth via the tongue, teeth, and lips' sidelines. According to O'grady sound of fricative are produce with continous airflow through the mouth.²⁹ Peter stated fricative is a sound that create by force the air to a narrow.³⁰ Shrikant defines fricatives as sounds created by a narrow supraglottal constriction in the vocal tract and the development of turbulence downstream of the constriction when air travels through it.³¹

Yahvas explains that Englis has nine fricatives sounds: [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h].³² Eight of the nine fricative sounds has a pairwise matching in voiced and voiceless. They can be seen in the table bellow:

Table 2.3 Fricative Consonant Sounds

Source : Peter J. Roach

Place of Articulations					
	Labiodental	Dental	Alveolar	Palatal	Glottal
Fortis “Voiceless”	f	θ	s	ʃ	h
Lenis “Voiced”	v	ð	z	ʒ	

²⁹ William O'grady and friends, *Op.Cit*,p.28

³⁰ Peter Ladefoged and Sandra F.D, Vowel and Consonants, (United City: Wiley-Blackwell,2012), p.55

³¹ Alwan, “A Nonlinear Dynamical Systems Analysis of Fricative Consonants,” p.2512.

³² Yahvas, Mahmet. (2011), Applied English Phonology 2nd ed. United Kingdom: Blackwell

There are three consonant places in the consonant distribution: initial, medial, and final. Initial refers to the position of the letter in the word in front of the word. When a letter is in the midst of a word, it is called medial. Final refers to the letter's location at the end of the word.

f. Consonants in Lampung

Lampung is a Malayo-Polynesian language spoken in the province of Lampung. Lampung has three dialects: Abung / Pepadun (Lampung Nyo), Pesisir or Say Batin (Lampung Api), and Komerin (Lampung Api). Lampung is written in the Latin script as aksara lampung or had lampung, similar to how sundanese and other languages are written. In the Lampung language.³³

Lampung is a city on the southern tip of Sumatra Island, with Bandar Lampung as its capital. The population of Lampung are largely descendant migrants from Java, Madura, and Bali who are part of a transmigration scheme. As a result, Lampung has emerged as the preferred location for immigrants seeking a better life on land rather than on Java Island. Despite the fact that the majority of Lampung population are immigrants, the Ulun Lampung or Lampung people are an indigenous community. Ulun Lampung typically speaks their own language, which is a form of traditional Malay-Polynesian language that is a branch of Sundik.

Transmigration was carried out under the Dutch government, residents from Java to Lampung were involved in this transmigration process. The indigenous people of Lampung welcomed them warmly, and many Javanese people relocated to transmigration sites in Lampung's eastern part. In 1960 after independence this program was expanded, Javanese cultural instruments such as gamelan and wayang were brought by Javanese

³³ Ridwan Maulana, Omniglot, *online encyclopedia of writing system and languages*, <https://omniglot.com/writing/lampung.htm>

people to Lampung. Not only Javanese residents, Balinese residents also joined the transmigration program to move to Lampung. As a result of the large number of residents from outside Lampung who come to Lampung, Lampung has a variety of cultures.

In the 7th century, news circulated about an area called "Tolang Pohwang". "To" which in Lampung language means people and "Lang Pohwang" is a popular term for the area now known as Lampung. Lampung may have been a component of the Sriwijaya Kingdom, whose capital was in Jambi. Sriwijayas arrived to Lampung in search of two natural treasures in the province. The Sriwijaya civilization is represented by the Palas Pasemah inscription and the Batu Bedil inscription, both of which were discovered in the Tenggamus region. During the 7th and 8th centuries, kingdoms such as the tulang bawang and the sisik brak existed. Islam began to spread in Lampung with the establishment of the Sultanate of Banten in the 16th century. Lampung is known for its pepper, which was in high demand at the time, and the Dutch began to fight for control of the area.³⁴ In the 1930s, Lampung still controlled 30% of global pepper production.³⁵

Lampung script, also known as Had Lampung, is a type of writing that shares a link with the South Indian alphabet Pallawa. Pallawa script and Arabic letters have inspired Had Lampung. Had Lampung shares a relationship with characters from the Rencong, Rejang Bengkulu, and Bugis scripts. The Devnagari script, which is a descendant of the old Lampung script, has changed over the years. The script underwent some changes as a result of this evolution process, and it eventually took on

34 Ota, A. (2005). *Changes of Regime and Social Dynamics in West Java: Society, State and the Outer World of Banten, 1750-1830*. Brill.

35 Safitri, M. A. (2010). *Forest tenure in Indonesia: the socio-legal challenges of securing communities' rights* (Doctoral dissertation, Leiden University).

its current form. The current script is much easier to understand than the prior one. The previous Lampung script contained 19 letters, but the new script has one additional letter. Except for two letters, ra and gha, each letter has only one symbol. Some letters include just one or two zigzags, while others have more complicated designs. In some of them, a straight line is also connected to the zigzags. Each letter's stroke points to the upper right side, giving the impression that the letter is not standing erect but rather dictating slightly to the northeast. All of the fundamental letters are referred to as "kelabai sughat."

Figure 2.6 The Lampung Alphabet

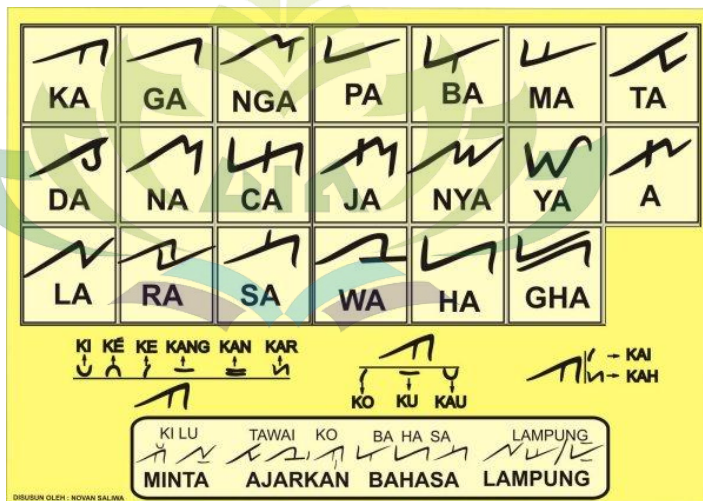


Table 2.4 English and Lampung Consonants³⁶

Manner	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glottal	
Place	E	L	E	L	E	L	E	L	E	L	E	L	E	L
Fricative			f	-	θ	-	s	s	ʃ	-			h	-
			v	-	-	-	z	-	-	-			h	-
Affricatives									tʃ	-	ŋ	-		
									dʒ	-	j	-		
Nasal			m	m			n	n						
Lateral							l	l						
Trill							r	r						
Approximant			w	w					y	y				
Plosives	p	p					t	t			k	-		
	p	p					d	d			k	-		
	b	b									g	-		
	b	b									g	-		

Note : E is English.

L is Lampungnese language.

1) Bilabial

Bilabial are produce the sound by using both lips upper lip and lower lip to create the sound. e.g. [p]

³⁶ Kalombo, C. (2007). The Difficulties Faced by the Fifth Semester Students of English and Literature Department in Pronouncing Fricatives. *Makassar: Hasanuddin University*.

lapah (walk), [b] **bugu** (stupid) and [m] **mengan** (eat), [w] **kawai** (clothes).

2) Alveolar

When the tongue's tip or blade comes into contact with the alveolar ridge, it produces alveolar sounds. e.g. [t] **batang** (tree), [d] **dang** (don't), [n] **tiyan** (they), [s] **sapa** (who), [r] **barong** (together with), [l] **tulung** (help).

3) Postalveolar

When the tongue's active articulator, the blade, comes into contact with the alveolar ridge and the tongue's passive articulator, the main body, comes into contact with the hard **palate** in the mouth, a sound is created. Lampungnese features three postalveolar sounds. E.g. [j] **jelma** (people), [c] **cakak** (**climb**), [ɲ] **kunyang** (monkey).

4) Palatal

With the front of the tongue sliding up towards the hard palate, the sound is produced. The front of the tongue is pushed up against the palate.. E.g. [y] **liyak** (see).

5) Velar

Sound that produced when the flow of air stopped by the glottis with some constriction of the glottis closing, and then released. E.g. [k] **bakak** (root), [g] **beguai** (work).

6) Glottal

The sounds that minority in terms of articulatory. That made in the throat between the vocal cords and released. E.g. [h] **mahu** (thirsty).

We can see from the table English and Lampung consonants above that Lampungnese has two fricative

consonant sounds. They are fricative alveolar [s] and fricative glottal [h].

Table 2.5 The Transcription of Lampung Fricative consonants

Glottal state	Place of Articulation	Transcription
	Alveolar	
Voiceless	Sapa (who)	[s]
	Glottal	
Voiceless	Mahu (thirsty)	[h]

Futhermore, in case of Lampungnese specifying the position of fricative alveolar and fricative glottal, This research show several examples below of initial, medial and final position based on Peter J. Roach specification.

1) Fricative Alveolar [s]

Initial	Medial	Final
Sitan/ ṡitan/ (devil)	Basuh/ baṡoh/ (wash)	Angkos/ aṅkṡs/ (belt)
Sapa/ ṡapa/ (who)	Basoh/ baṡoh/ (wet)	Bakas/ baḱas/ (boy)
	Kasor/ kaṡor/ (mattress)	Talos/ talṡs/ (taro)
Suwal/ ṡuwal/ (comb)	Sising/siṡiṅ/ (ass)	Peros/ peṛṡs/ acid)
	Usung/uṡuṅ/ (bring)	Agas / aḱas/ (mosquito)
Serom/ ṡerom/ (ant)	Busap/buṡap/(washing face)	Cambus/cambus/

Sampot/ <u>s</u> ampɔt/ (stuck)		(fall)
Sikop/ <u>s</u> ikɔp/ (pretty)		Rumas/romas/ (difficult)

2) Fricative glottal [h]

Initial	Medial	Final
Halom/ <u>h</u> alɔm/ (black)	Mahu/ m <u>h</u> u/ (thirsty)	Suwah/ suw <u>h</u> / (burn)
Harong/ <u>h</u> arɔŋ/ (charcoal)	Sahal/ sa <u>h</u> al/ (rough)	Sabah/ sab <u>h</u> a/ (rice field)
Halupan/ <u>h</u> alɔpan/ (centipede)	Tiha/ ti <u>h</u> a/ (rough)	Lapah/ lap <u>h</u> a/ (walk)
Handop/ <u>h</u> andɔp/ (warm)	Tuha/ to <u>h</u> a/ (old)	Tanoh/ tan <u>h</u> ɔ/ (soil)
Helaw/ <u>h</u> elaw/ (nice)	Buha/ bo <u>h</u> a/ (crocodile)	Tuwoh/ tombu <u>h</u> / (grow)
Hampang/ <u>h</u> ampan/ (light)	Buhung/ bo <u>h</u> ɔŋ/ (lie)	Jawoh/ jawo <u>h</u> / (far)
	Kahut/ ka <u>h</u> ut/ (beloved)	Kanah/ ka <u>h</u> a/ (later)

--	--	--

3. Nature of Error

During the process of learning new language students face a new problem like error and mistakes, because they learn a different language that is not their mother tongue or their first language. Corder in Allen said that errors study about investigation of the language learning process³⁷, in addition Corder in Mathew explains that error is a situation in which students pronounce a different sound from native speakers.³⁸ Then errors are break the rules of a language, because they lack of understanding the target language that they learn, these errors tend to be difficult to fix. Also corder quote in Kinsela that errors are usually generated by someone who has not fully mastered the system of a target language. Whereas Brown stated in Fauzi that errors can be seen from the deviations that occur in native speaker grammar, this reflects the abilities of the students. In conclusion error is the result of a disturbance that occurs during learning process of a new language from the habits of the mother tongue.

a. Distinction between Error and Mistakes

Although the terms error and mistake are widely used, many individuals are unfamiliar with their meanings. When learning a new language, there are a few things to keep in mind that we cannot avoid errors and mistakes that occur. According to Brown a mistakes is an error of random guess or slip that someones

³⁷ Allen, & S. P. Corder (1974). *Techniques in applied linguistics*. Oxford: Oxford University Press.

³⁸ Mathew, I. B. (1997). 1997. Research Online.

made for failing to use the correct system³⁹, and the error is a notable variation from a native speaker's mature grammar that reflects the students' interlanguage proficiency.

Mistakes are different from Error, that's how it's important to differentiate between them. Error happens for many reasons for the first cause is interference of the mother tongue. The assumption of target language learners that the target language they learn is the same as their mother tongue that they use every day even though the two languages are different and is also caused by various wrong assumptions and guesses. Second cause is a lack of understanding of the target language. The complexity of the target language is the third cause.

According to Erdogan, there are two ways to differentiate between errors and mistakes, for the first way is checking the level of student consistency in writing, if he uses an inconsistent form such as sometimes using the right form and sometimes using incorrect form it is a mistake however, if he consistently employs the incorrect form this is a mistake. The second way is to correct the student's words pronunciation, if he can't then it's an error but if he can it's mistakes.⁴⁰ While Mourtaga in Abushihab said that whereas an error cannot be self-corrected and is caused by the learner's lack of target language comprehension, and the mistake may.⁴¹ The writer concludes from the previous explanation that a mistake is just a slip in which the learner forgets the correct form of the target language and error is the learner made a deviation because he don't know the rule, the right form and minim information or knowledge of the target language.

³⁹ H. D. Brown, *Priciples of Language Learning and Teaching* (5th .ed), (United States: Pearson Education, 2007), p.257

⁴⁰ Erdogan, V. 2005. *Contribution of Error Analysis to Foreign Language Teaching*. . Retrived on June, 2014 from [Http://efd.mersin.edu.tr/dergi/meuefd/pdf](http://efd.mersin.edu.tr/dergi/meuefd/pdf)

⁴¹ Abushihab, I. (2014). An analysis of grammatical errors in writing made by Turkish learners of English as a foreign language. *International Journal of Linguistics*, 6(4), 213.

b. Nature of Error Analysis

Richards in Emmaryana stated that Error analysis is a process of identifying and analyzing errors in writing and speech, as well as the investigation of second and foreign language learners' errors.⁴² Crystal in Hasyim explains, using any ideas and processes supplied by linguistics, Error analysis is a method for identifying, categorizing, and logically understanding the errors made by a person learning a new language.⁴³ The goal of error analysis is to determine how well a person understands the target language, how they learn it, and to learn everything there is to know about the target language, and common difficulties that learners have when learning a new language.⁴⁴

c. Classification of Error

According to Dulay, et. al in Fauzi based on descriptive classification, these are four useful and widely used taxonomies for assessing learner errors.⁴⁵

1) Linguistics Category Taxonomy

This taxonomy divides errors into categories based on the types of errors that can be found in language components. Phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse are the components of language (style). Inside syntax, one can query whether the error is in the main or subordinate clause, and whether constituents within a clause, such as the noun phrase, auxiliary, verb phrase, preposition, adverb, adjective, and so on, are affected.

⁴² Emmaryana, F. An Analysis on the grammatical errors in the students writing: a Case study of the first student s of sma negeri 1 cigudeg-bogor. P.5

⁴³ Hasyim, S. 2002. Error Analysis in the Teaching of English. Journal 'Kata'. No 1. Page 42-50. Retrieved on June 2014 from <http://puslit.petra.ac.id/journal/letters/>

⁴⁴ Dulay et al. 1982, p.138

⁴⁵ Wahyuni Wulandary Mulyadi, "An Analysis of English Pronunciation of Pattani's Students in Pronouncing English Fricative Consonants at the Eight Smester of English Study Program Raden Intan State Islamic University of Lampung in the Academic Year of 2016/2017" (Thesis, UIN Raden Intan Lampung, 2017), 43

2) Surface Strategy Taxonomy

In this taxonomy students are allowed to remove or add items that are necessary and not necessary; they can change or disrupt the form of items, there are four types of error classifications, namely omissions, additions, misformations, and misordering.

3) Comparative Taxonomy

The structure of a second language error and some other types of construction forms are compared in this taxonomy, with developmental and intralingual errors as the outcomes.

4) Communicative Effect Taxonomy

This taxonomy considers errors from the standpoint of their impact on both the listener and the reader. This taxonomy focuses on the differences between errors that appear to cause communication and the sources of such errors. In this taxonomy, there are two categories of errors: global errors and local errors. The writer concentrates on the communicative effect taxonomy, which contains both local and global errors, in this study.

In this taxonomy, there are two types of errors:

a) Global Errors

The errors that hinder communication and affect the entire organization. For example, if a student mispronounces [kt] for [kf] in a *cough*, this can lead to misunderstandings between the speaker and the listener.

b) Local Errors

Local errors is the errors that did not caused miscommunication. Even if the speaker says something wrong, the listener understands what the speaker is saying. In the phonological aspect, for example, the learner says [infat] in *invite*.

d. Causes of Errors

These are the two types causes or source of error according to Richards⁴⁶ :

1) Interlingual errors

It refers to errors that occur when learners incorrectly use the rules of their first language when producing target language sentences. The native languages influence these types of errors, which obstruct target language learning. According to Brown that most of the error that occur in learning target language are the mindset of students who think that the second language and the first language have a similar form. Richard explains that when a foreign language learner makes an error in the target language as a result of the mother tongue, this is known as interlingual. For example, English students may substitute "sheep" for "ship," or "the book of Jack" for "Jackbook," and so on. French students may substitute "Je saisjean" for "Je connais Jean," and so on. Negative interlingual transfer is to blame for all of these mistakes..

Because the learners' primary language is the source of the errors, native language transfer is another term for interlingual transfer. "Interlingual transfer from the native language, or interference, is especially vulnerable in the early stages of learning a second language." The only previous linguistic system that the kids have learned is the first language, in the early stages of acquiring the system of a second language. However, if the teacher is also familiar with the learners' native language, it will be easier for him or her to analyze the students' mistakes.

2) Intralingual errors

It occurs as a result of the learners' language acquisition process, overgeneralization, faulty analogy, and other faults

⁴⁶ Pooneh Heydari, Mohammad S. Bagheri, "Error Analysis: Sources of L2 Learners' Errors" *ACADEMY PUBLISHER Manufactured in Finland*. Vol. 2, No. 8 (2012): 1583-1589, doi:10.4304/tpls.2.8.1583-1589.

are among them. etc. These errors are caused by the target language, such as erroneous analogies, misanalysis (learners generate inaccurate hypotheses), and insufficient rule application (this is the inverse of overgeneralization or one may call it undergeneralization because the learners do not employ all the rules) (this error arises when there is a lot of redundancy).⁴⁷ As a result of do not understanding about the target language the student makes error in the target language. Brown argued that while interlingual transfer predominates when learning a language for the first time, more and more transfer generalization inside the target language manifests as the learner absorbs components of the new system.⁴⁸ Richard stated Intralingual interference describes things created by a learner that show generalization rather than the structure of the mother tongue, depending on partial exposure to the target language.⁴⁹ Intralingual transfer, in a nutshell, means that the source of errors is the acquisition of a second language or the target language. The most crucial aspect of learning a second language is intralingual transfer. The errors are caused by faulty learning rather than the transfer itself at this stage. According to Erdogan, intralingual errors occur when learners seek to create inaccurate notions and based on their limited knowledge with the target language, they make a wrong assumptions about it. As a result, kids are more likely to commit a range of errors.

Trask claims that the first language transfer is described as defects in the usage of one language induced by the impact another language such as when speaking in a second language using a foreign accent.⁵⁰ In other words, when referring to the natural and subconscious utilization of previous behavior in a

⁴⁷ James, C. (1998). Errors in language learning and use: Exploring Error Analysis. London: Longman

⁴⁸ Brown 1980. *Principles of Language Learning and Teaching*, New Jersey: Prentice Hall Inc.

⁴⁹ *Ibid.*

⁵⁰ Trask, R.L. (1996). *A dictionary of phonetics and phonology*. London: Routledge.

new learning setting, Dulay divided transfer into positive and negative transfer.⁵¹ According to the explanation, Based on the provided rationale, the writer concludes that source language influences language transmission. For example, if a student use a language that does not need a phonetic distinction between both sounds, such as [l] and [r], and is studying a language that does, the learner will struggle.⁵² Nonetheless, learning will be easier if the first and target languages have the same contrast. Examining the contrasts and correlations between Lampungnese and English phonetics symbols may demonstrate the influence of first language and second language in word pronunciation.



⁵¹ Dulay, H. C. (1982). *Language Two*. New York: Oxford University Press.

⁵² Gass, Susan M and Larry Selinker. (2008). *Second Language Acquisition: An Introductory Course 3rd ed*. New York: Routledge/Taylor Francis.

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